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ABSTRACT

Metro Newsbeat is a laboratory course for junior and senior high school students and teacher-advisers with a special interest in the field of journalism. The project is operated by the Minneapolis Public Schools in cooperation with the Minneapolis Star. Newsbeat students receive English elective credits, if needed. Project director and primary instructor is a former Minneapolis Star editor with many years' newspaper experience. The evaluation strategy included pre- and postprogram evaluation of selected high school newspapers, journalism student questionnaire to assess reaction to Metro Newsbeat, teacher-advisor questionnaire to assess reaction to Metro Newsbeat, and evaluator classroom observation of Metro Newsbeat processes. The original Metro Newsbeat model, with the exception of the photography seminar, was not viable due to low student participation. The instructor was most effective in one-to-one situations or in small groups. There was no statistical evidence that student newspapers improved over the five month time period of the altered Newsbeat model. Student and teacher reaction to the project director's instruction was highly positive. (Author/RC)

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ED128382

Minneapolis Public Schools

# Final Evaluation Report - Year II

## Metro Newsbeat

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Submitted by

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Minneapolis, Minnesota
55454

July, 1975

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# Evaluation Summary

## Project Description

Metro Newsbeat is a laboratory course for junior and senior high school students and teacher-advisers with a special interest in the field of journalism. The project is operated by the Minneapolis Public Schools in cooperation with the Minneapolis Star. Newsbeat students receive English elective credits, if needed. Project Director and primary instructor is William R. Greer, a former Minneapolis Star editor with many years' newspaper experience.

## Major Objectives

1. Students enrolled in the course will improve their knowledge of practical journalism and will evidence increased interest in the field of journalism.

2. Four teacher-advisors will show improved capability to help students turn out high quality school newspapers.

3. The quality and content of the school newspapers of participating schools will improve.

## Activities to Achieve Objectives

At the inception of the project's second year, the instructor, as specified in the project proposal, was conducting classes in a downtown Minneapolis location, on a fixed schedule, Tuesday and Thursday from 2-3 p.m. Rationale for this location was access to the Star and Tribune building and the facilities of the downtown Minneapolis area. At mid-year, based on lack of regular student attendance and participation due to transportation problems and scheduling conflicts, with the exception of a weekly photography seminar, Mr. Greer was scheduled into nine high schools during journalism classes and newswriting periods, thus guaranteeing student contact.

## Evaluation Strategy

Pre and post program evaluation of selected high school newspapers,

Journalism students questionnaire to assess reaction to Metro Newsbeat,

Teacher-advisor questionnaire to assess reaction to Metro Newsbeat,

Evaluator classroom observation of Metro Newsbeat processes.

## Evaluation Findings

The original Metro Newsbeat model, with the exception of the photography seminar, was not viable due to low student participation.

The instructor is most effective in one-to-one situations or in small groups.

There is no statistical evidence that student newspapers improved over the five month time period of the altered Newsbeat model.

Student and teacher reaction to Mr. Greer's instruction was highly positive.

I am in shock after reading in a high school newspaper that a new auditorium has "a double arch stage, six dressing rooms, ticket office and restrooms with a seating capacity for 650 persons." I could have survived that, but it came on top of a feature about a man who was "marched up to the gallows and shot." I need help.--
Max R. Haddick, director, Interscholastic League Press Conference, University of Texas, Austin, Texas.

I. Performance Measured

A. Elaboration of Scope of Need

Some say that the days when high school newspapers devoted their pages to such innocuous subjects as class picnics, the theme of the senior prom and the minutes of the math club meeting are a part of the past. (Although the present evaluation found that orientation not necessarily the case in all instances.) Indeed, the more adventurous high school papers may be more likely to challenge the school's cafeteria prices or report on such contemporary student concerns as drugs, alcoholism, contraceptives, abortion or homosexuality.

The Supreme Court paved the legal way for such "daring" in 1969 when it ruled that high school students enjoy the same First Amendment protections as adults. "Students," the Court proclaimed, "(do not) shed their constitutional rights to freedom of speech and expression at the schoolhouse gate." But Newsweek magazine ("High School Confidential", May 26, 1975, Vol. LXXV. No. 21, p. 60.) credits the real stimulus to the new crusading to the "press's investigatory heroics on Watergate."

Earlier, these precepts were explicated in Captive Voices which argued the undeniability that students, both on and off public school campuses, are protected in the exercise of freedom of expression by the First Amendment to the Constitution and asserted the responsibility of school districts and staff to assure the maximum of freedom of expression to all students. The book further references an early account of the mission and working of Metro Newsbeat and the hopes for this kind of program in advancing the presumed legitimate causes of high school journalism.

The project evaluated might deny that the mystique of professional journalism has camoflouged its essential characteristic: good writing. A high school student who works as an apprentice to a professional journalists learns writing as a rigorous craft.

The Chronicle of Higher Education, Sept. 23, 1974 ("Crisis in English Writing," William Schaefer, Executive Sec. of MLA) observed that fewer and fewer students are leaving high school with adequate writing skills. Options in fulfilling English requirements in high school often mean that students never have a composition course. Remedial writing at the college level has become commonplace.

In a decade in which writing ability is on the decline and high schools are less and less stringent about writing requirements, a student can gain significantly from any experience which teaches him to write well. Educators may argue that good journalistic writing does not equal good formal writing. But the current sophistication, accuracy, and clarity which journalism demands are essentials to the academic. Furthermore, academics often are notoriously poor writers with their articles filled with jargon, convoluted sentences, and boring paragraphs. Although it is true that "academic writing" and journalism often have differing objectives, the strictures of journalism are frequently appropriate to the academic essay. Because the journalist is a craftsman with language as his tool, he might well be the best teacher of writing. As Schaefer further states, teachers of English don't know how to teach writing because they never had to before. He urges them now to "add to their private intellectual study a deep, continuous and scholarly concern with the problems and techniques of teaching writing and composition." Perhaps the practicing journalist, weened as an apprentice, might have something to offer today's scholar.

The Metro Newsbeat director is a retired newspaper editor of 45 years' experience on Minneapolis-St. Paul Dailies. Forty of his forty-five journalistic years have been spent as an editor. He has held various desk assignments including almost every newsroom activity except sports. He has been a managing editor of two daily newspapers, and has held principle editorships such as assistant managing editor, city editor, copy boss, night editor, food editor and church editor.

William R. Greer began the Metro Newsbeat program while he was night editor at the Minneapolis Star, and continued it for a year while he was food editor of the same paper. He currently writes a column in the food section of the Star. His connections with the Star are such that he can easily call for and obtain help from Star staff members--and a few Minneapolis Tribune staff members.

To carry his experience into Minneapolis high school classrooms, he travels between two and four of ten Minneapolis high schools each day. In the classroom, he participates to the extent that the certificated teacher desires after being informed of the potentialities of Metro Newsbeat. He endeavors not to pose a threat to the security of the certificated teacher who is responsible for the class. Often, however, he does take a strong professional stance, when it becomes apparent that the teacher lacks information on a subject.

His teaching method is to make a statement of fact concerning a professional fact, and then to use real-life illustrations to clarify it in the students' minds. After that, he attempts to involve a few students and get them talking about it among their classmates.

## II. Data Collection Considerations and Objectives Measured

### A. Project Evolution

At the inception of the second year of Metro Newsbeat the Project Coordinator, William Greer, was conducting classes at the Grain Exchange Building in downtown Minneapolis, on a fixed schedule, Tuesday and Thursday from 2 - 3 p.m. The rationale for this location was access to the Star and Tribune building and the facilities of the downtown area of Minneapolis.

The evaluators discovered, however, that conducting classes at a central location, as logical as it might sound, gave rise to a problem which severely interferred with the project. High school students did not attend regularly, if at all. Two reasons for the low attendance were observed: transportation problems and scheduling conflicts at the various high schools.

It was necessary that this problem be ameliorated if Metro Newsbeat was to have a chance at reasonable success. The program could not be evaluated until there was sufficient student contact.

In December of 1974, at the suggestion of Mr. Bill Greer, it was decided by Dr. Helen Dell, Dissemination Advisor of the State Department of Education, Division of Planning and Development, that every effort should be made to encourage participation by high school students in Metro Newsbeat. The major change in policy was that Mr. Greer would go into the high schools to serve as an advisor to journalism teachers and newspaper advisors. Mr. Seymour Yesner was instructed to promote high school participation in every possible way, which he apparently did.

Gregory Waddick, Lyle Baker and Bob Clyde were consulted in this decision and concurred.

Metro Newsbeat than underwent a substantial reorganization. By Jeanuary of 1975, Mr. Greer had been scheduled into nine high schools during journalism, newswriting, and writing classes. This guaranteed contact with high school students, even though it altered the form of the project and imposed on the instructor a hefty transportation problem.

Included in the Appendix are monthly Newsbeat schedules from January to June, 1975, which suggest active participation as an advisor for nine of the Minneapolis high schools. (Appendix A)

Random appearances by the evaluators at the times of scheduled Newsbeat classes leave no doubt that this schedule was adhered to 100 per cent.

B. Objectives Measured (stated in Metro Newsbeat Consolidated Program Application Form 2, May 2, 1974)

1. "Students enrolled in the course will improve their knowledge of practical journalism and will evidence increased interest in the field of journalism."

2. "Four teacher advisors will show improved capability to help students turn out high quality school newspapers."

3. "The quality and content of the school newspapers of participating schools will improve."

III. Measurement Instruments and Techniques

A. Relationships of Evaluation Instruments to Stated Objectives

Objective 1: Students enrolled in the course will improve their knowledge of practical journalism and will evidence increased interest in the field of journalism.

Evaluation of H.S. Newspapers (pre and post program)-indirect measurement
Metro Newsbeat Student Questionnaire-direct measurement

Objective 2: Four teacher advisors will show improved capability to help students turn out high quality school newspapers.

Evaluation of H.S. Newspapers (pre and post)-indirect measurement
Metro Newsbeat Teacher Questionnaire-direct measurement

Objective 3: The quality and content of the school newspapers of participating schools will improve.

Evaluation of High School Newspapers (pre and post Newsbeat intervention)--direct measure

B. Evaluation Instrumentation

1. Group observation form
2. Leader observation form
3. Metro Newsbeat Student Questionnaire
4. Metro Newsbeat Teacher Questionnaire
5. Evaluation of High School Newspapers
   a. Style
   b. Leads
   c. Body of news stories
   d. Lay-out

The Group Observation Form and the Leader Observation From were used to assess "methods of instruction", as stated in the 1974-1975 evaluation plans. (Copies of all instruments are included in the appendix.)

Chart 1

Matrix of Performance Examination and Data Collection

| Performances Examined | Student Survey | Teachers' Survey | 1 - 1 Interviews | Observation of Behaviors | Newspapers Assessment |
|---|---|---|---|---|---|
| Methods of Instruction | X | | | X | |
| Student Attitudes | X | | X | X | X |
| Skills of Newsbeat Students | X | X | X | X | X |
| Skills of Teacher-Advisors | | X | X | X | X |
| Students' Journalism Knowledge | X | X | | X | X |
| Students' Interest in Journalism | X | | | X | X |
| Improvement in Student Newspaper Quality | | | X | | X |
| | | | | | |

IV. Data Analysis Presentation

A. Methods of Instruction

The instructional approaches employed included both lectures and small-group instruction. The instructor also worked on a one-to-one basis with many of his students. A diagram of this idealized process is presented in Figure 1.

Included in the Appendix are detailed evaluations of classes in which he used all three methods.

1. When the instructor addressed a larger group (usually an entire class) he was usually able to elicit little, if any response from the students. In an early presentation at Roosevelt High School, more than 30 minutes was spent describing Metro Newsbeat. But when he asked, "are any of you interested in signing up?" one student said, "signing up for what?"

The instructor's style in these presentations was anecdotal and general. It is the evaluators' assessment that the instructor was least successful in this approach.

2. The instructor was most effective in one-to-one situations or in small groups. The instructor characteristically conferred with one or more students, analyzing their writing in detail, offering practical advice for improvement. The instructor explained--painstakingly what needed improvement and why. He often described principles of newswriting, based on the specific problems which he perceived in the students' work.

In these situations the instructor functioned as an experienced and knowledgeable editor.

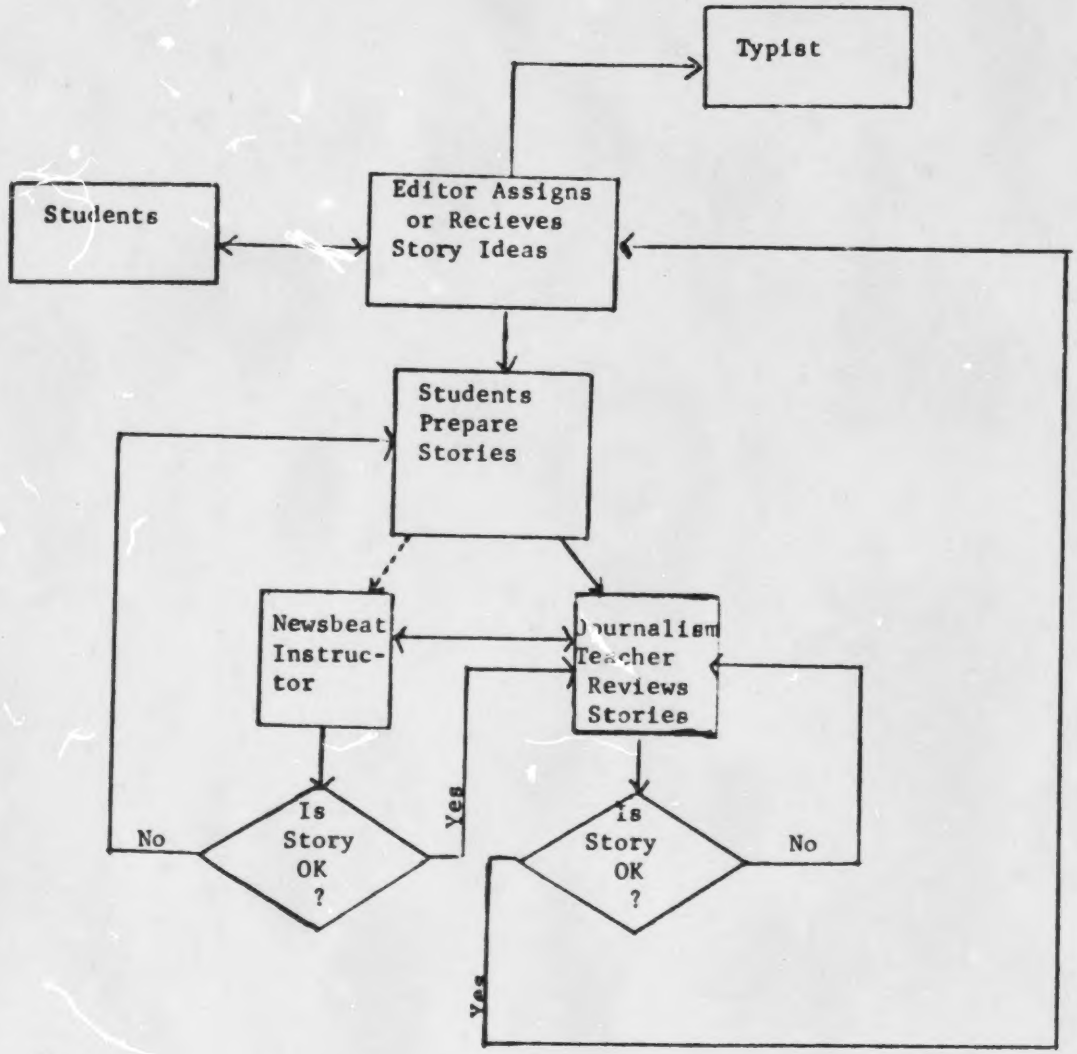


Figure 1: Integrated Metro Newsbeat News Story Process Diagram

B. Quality and Content of School Newspapers

The "Evaluation of High School Newspapers" was a measurement protocol designed to either directly or indirectly evaluate each of the three objectives of Metro Newsbeat on four traditional journalistic dimensions. (A copy of this protocol is included in the Appendix.) Ten high school papers were evaluated, one published before Mr. Greer's instruction and one published after, for each of five randomly selected schools:

| | Before Newsbeat | After Newsbeat |
|---|---|---|
| Roosevelt Standard | Jan. 17, 1974 | May 2, 1975 |
| West High Times | Oct. 25, 1974 | May 2, 1975 |
| North H.S. Polaris | Oct. 21, 1974 | April 25, 1975 |
| Washburn Grist | Oct. 16, 1974 | May 2, 1975 |
| Marshall U. H.S. Kaleidoscope | Jan. 28, 1975 | April 25, 1975 |

If it could be shown that the later papers for each school scored higher than the earlier papers, then it could be concluded that:

1. Objective 3 had been met. ("The quality and content of the school newspapers of participating schools will improve.")

2. Objective 1 and 2 might have been met. Students might have improved their knowledge of practical journalism, demonstrated by a better paper, and teacher-advisors might have inproved their capability to help students turn out "high quality" school newspapers.

Three separate sets of judges rated the 10 high school newspapers:

R.W. Clyde, Project Evaluator
Marsha Dewell, Communication Instructor, Augsburg College
Groups of college journalism students

B. Summary of High School Newspaper Ratings

Composite ratings suggest that three school newspapers improved markedly under Mr. Greer's instruction. Two others remained about the same.(See Table 1)

However, consideration of the variables surrounding the ratings led to the conclusion that the scores are not sufficiently reliable to demonstrate improvement in newspaper quality.

These variables are as follows:

1. The three evaluators held different standards of newspaper excellence.

2. Mr. Greer spent more time at some schools than at others. Improvement in newspapers did not correlate with the amount of time Mr. Greer invested in instruction. For example, during January, February, March and April of 1975, Mr. Greer devoted 46 sessions to North High School. In the same period of time, he visited Roosevelt only six times. Yet, according to the evaluation results, Polaris (North's paper) improved just slightly, while the rating of the Roosevelt paper increased by 30 points.

3. The teacher-advisor changed mid-year at North. Roger Mahn worked with the paper through fall, 1974; Julie Wendel assumed the advisor's role at the beginning of the 3rd trimester. The effect this change had on the quality of the newspaper could not be determined conclusively.

4. The hypothesis arose that experienced journalism teachers, although they wished Mr. Greer to return to help them next year, perhaps were not served as well by Greer as the inexperienced teachers. It might have been a response to this feeling of need, that caused Mr. Greer to schedule so many more sessions with North than Roosevelt, since the teacher at Roosevelt has been a journalism instructor there for 14 years, while the North instructor began at mid-year with little or no experience.

5. Financial limitations necessarily restricted the excellence of some of the papers.

6. Because Metro Newsbeat, in its present form, did not exist until January, 1975, the influence of the project cannot be determined within a time frame of five months. If the project is to resume in the fall of 1975, then the impact of the project might well be felt by June, 1976.

It must also be noted that in the early months of the transition, one of the objectives was to put Mr. Greer in contact with as many schools and as many students as possible. Perhaps in the upcoming school year, after initial contact is made with all schools and after the opportunity is offered to every interested teacher, Mr. Greer can decide where best his efforts can be concentrated. This would avoid "spreading himself too thin" and might more concretely affect the final quality of the high school papers.

It is entirely likely that after the difference in evaluators' standards has been eliminated, the five papers rated above did not change significantly during the five months of Mr. Greer's instruction.

However, an examination of the Student and Teacher Survey forms shows that even though there is no statistical evidence that the newspapers improved, student and teacher reaction to Mr. Greer's instruction was highly positive. This leads to the conclusion that although Mr. Greer's effectiveness in the cognitive domain cannot be determined with certainty during the project's second year; his influence on student and teacher attitudes and feelings was conclusively positive.

Table 1: Judges' Ratings of 10 Minneapolis, Minnesota High School Newspapers on Four Journalistic Criteria Before and After Metro Newsbeat Intervention, January - June, 1975.

| High School Paper + Advisor | Total Points Possible | Points on Issue Before Newsbeat | Points on Issue After Newsbeat | Difference |
|---|---|---|---|---|
| Rocsevelt Standard<br>Cynthia Anderson | | | | |
| I. Style | 24 | 17 | 23 | +6 |
| II. Leads | 16 | 12 | 15 | +3 |
| III. Body | 40 | 18(4/8) | 32(4/4) | +14 |
| IV. Lay-out | 16 | 8 | 15 | +7 |
| (total) | 96 | 55 | 85 | +30 |
| West High Times<br>Joan Bredash | | | | |
| I. Style | 24 | 11 | 20 | +9 |
| II. Leads | 16 | 6 | 12 | +6 |
| III. Body | 40 | 10(2/8) | 26(1/4) | +15 |
| IV. Lay-out | 16 | 4 | 10 | +6 |
| | 96 | 31 | 68 | +36 |
| North High Polaris<br>Roger Mahn | | | | |
| I. Style | 24 | 6 | 15 | +9 |
| II. Leads | 16 | 8 | 10 | +2 |
| III. Body | 40 | 17(2/8) | 14(3/4) | -3 |
| IV. Lay-out | 16 | 6 | 7 | +1 |
| (total) | 96 | 37 | 46 | +9 |
| Washburn Grist<br>George Lykken | | | | |
| I. Style | 24 | 14 | 21 | +7 |
| II. Leads | 16 | 10 | 13 | +3 |
| III. Body | 40 | 15 | 31(7/8) | +16 |
| IV. Lay-out | 16 | 9 | 16 | +7 |
| (total) | 96 | 48 | 81 | +33 |
| Marshall U.<br>Kaleidoscope<br>Joan Yesner | | | | |
| I. Style | 24 | 19 | 18 | -1 |
| II. Leads | 16 | 12 | 16 | +4 |
| III. Body | 40 | 28(8/8) | 29(7/8) | -1 |
| IV. Lay-out | 16 | 16 | 13 | -3 |
| (total) | 96 | 75 | 76 | -1 |

C. Students' Response to Metro Newsbeat

A short questionnaire dealing with Metro Newsbeat was prepared for students assigned to their school paper as well as those in journalism classes visited by Metro Newsbeat in nine Minneapolis high schools. (A copy of this instrument is included in the Appendix.) The questionnaire was completed by a total of 139 students. 83 per cent of whom had worked with Mr. Greer.

Those who had such exposure were asked to rate on a scale ranging from "Excellent" to "Poor" (Excellent=1, Poor=4) the assistance they received from Mr. Greer. Overall means scores on this item were slightly higher for the journalism classes than they were for those students assigned to the school paper, which suggests that the quality of help for students in the latter situation was perceived as somewhat better.

A somewhat different relationship was noted when students who worked with Mr. Greer rated the amount of help they felt they received from him: Those in journalism classes were more inclined to respond that the help they received was toward the "too little" end of the scale rather than too much, suggesting that this factor may have influenced journalism students to be somewhat more negative in their "quality" responses when "too little time" may have been taken as a characteristic of quality. Mean scores for each group of students are presented by schools in Table 2.

Table 2: Mean Scores of Nine High Schools on Question 2 & 4 of the Metro Newsbeat Student Questionnaire, by participation in school paper or journalism class.*

| High Schools | Question 2 | Question 4 | Total |
|---|---|---|---|
| Marshall University H.S. | | | |
| school paper | 1.75 | 2.00 | 4 |
| journalism class | 0 | 0 | 0 |
| Minneapolis Central | | | |
| school paper | 1.36 | 2.09 | 11 |
| journalism class | 2.0 | 2.28 | 6 |
| North High | | | |
| school paper | 1.67 | 2.0 | 9 |
| journalism class | 1.43 | 2.20 | 7 |
| Patrick Henry | | | |
| school paper | 1.5 | 2.0 | 6 |
| journalism class | 0 | 0 | 0 |
| Roosevelt | | | |
| school paper | 1.86 | 1.75 | 11 |
| journalism class | 0 | 0 | 0 |
| Southwest | | | |
| school paper | 2.67 | 2.0 | 3 |
| journalism | 0 | 0 | 0 |
| Washburn | | | |
| school paper | 1.76 | 2.0 | 14 |
| journalism class | 1.67 | 2.3 | 3 |
| West High | | | |
| school paper | 1.62 | 1.89 | 12 |
| journalism class | 2.67 | 2.46 | 21 |
| South High | | | |
| school paper | 2.0 | 1.67 | 3 |
| journalism class | 0 | 0 | 0 |

* Question 2: "How would you rate the help you received from Mr. Gree..?" Excellent=1 pt., Good=2 pts., Fair=3 pts., or Poor=4 pts.

Question 4: "In terms of the help you received from Mr. Greer, was (is) it?" Too much=1 pt., About right=2 pts., or Too little=3 pts.

| Overall mean: | Question Two | | Question Four |
|---|---|---|---|
| school paper | 1.80 | school paper | 1.96 |
| journalism class | 1.94 | journalism class | 2.31 |

There were fifty suggestions as to how Mr. Greer's help might be made more useful to students. Suggestions of more frequent visits, explaining points more clearly and more small group and individual sessions received nine mentions each. Six respondents asked that Mr. Greer "be more personal and understanding" and 17 had other suggestions for improving the usefulness of his help.

The 115 students responding to the questionnaire who had worked with Mr. Greer reported 122 items of explanation of what they had learned about news writing from him. Those items divided into the following proportionate categories:

| Story | N | % |
|---|---|---|
| Organization & writing article | 24 | 21 |
| Make first six words count | 17 | 15 |
| Write in simple language | 12 | 10 |
| Basics for interviewing | 10 | 9 |
| Layout | 10 | 9 |
| Captions and headlines | 5 | 4 |
| The newspaper business | 5 | 4 |
| Expanding vocabulary | 5 | 4 |
| Cropping pictures | 5 | 4 |
| Other elements | 29 | 25 |
| | 122 | 105* |

*The list totals more than 100% since some students expressed more than one learning category.

Sixty-eight percent of the students responding to the questionnaire were on the staff of their schools' newspaper at the time of their response. Eleven per cent of those responding indicated future plans to be professional journalists, 35 per cent had none and 54 per cent were undecided as to their professional journalistic interests.

Student participation in their schools' newspapers so far as the number of articles contributed was concerned was tri-modal in that substantial groups had written two articles, 10 articles and 20, respectively.

D. Teachers' Response to Metro Newsbeat in Year II

Journalism teachers and school newspaper advisors in the nine high schools were solidly supportive of Metro Newsbeat in Year II and requested continued service in the third year of the Project. However, only two teachers in the first two years of the Project had availed themselves of the opportunity for Newsbeat instruction for school newspaper advisors. These personnel responded to a brief questionnaire, a copy of which is in the Appendix. Because of questionnaire brevity and the comparatively small number of teachers, the aggregate summary of the responses is presented in Table 3.

Newsbeat's help was seen as most useful to teachers through Mr. Greer's:

> Background of experience useful to inexperienced, (one third of the respondents had but a year's experience as a newspaper advisor, two had two years experience. None of the teachers held degrees in Journalism.)
>
> Professional experience available to students,
>
> Expediting help in meeting deadlines,
>
> Functioning as a problem-solver.

Regret was expressed that Mr. Greer's time is comparatively limited in a single school.

Table 3: Project Reactions of Journalism Teachers Utilizing Metro Newsbeat in Nine Minneapolis, Minnesota High Schools, 1974-1975.

1. How did (does) Metro Newsbeat complement your own journalism instruction?

   List of Responses:

   a. Gave me experienced, sensible help with many problems, also help with deadlines.
   b. Bill worked individually with the students helping them with their assigned stories and gave them ideas for future reference.
   c. I was lacking in technical knowledge.
   d. By giving aid in writing instruction during deadline days and to my sophomore journalism classes.
   e. Valueable resource person.
   f. A supportive assurance to me as a new advisor.
   g. Gives an outside point of view; got advice from a "pro" which the kids respected.
   h. Provides an "expert" with professional knowledge to "back up" the things I tell students.
   i. It was extremely helpful.

2. How might Metro Newsbeat be improved?

   List of Responses:

   a. More one to one work with students in situation where there can be a measurement of progress.
   b. No idea at this time.
   c. Just keep Mr. Greer on the circuit.
   d. Add another person so Mr. Greer's time won't be spread so thin.
   e. Have Mr. Greer in the classes more than 1 day in a row.
   f. The program is best when Mr. Greer works with the teacher and specified students.

3. Other comments?

   List of Responses:

   a. Its a very valuable project.
   b. Mr. Greer can do a good job if he can have students long enough to work with them.

4. Have you been informed of the release time provisions for Newsbeat instruction of school newspaper advisors?

   7 Yes  2 No  0 Don't Know

   a)If yes, have you participated in the instruction?

   2 Yes  5 No  2 Don't Know

b) If yes, how useful has this instruction been to you?

4 Very useful 0 Somewhat Useful 0 Not useful

c) If no, why. did you decide not to participate?

List of Responses:

(1) There were advisors in the system with much less experience who I thought should have first chance.
(2) No time.
(3) Not able to fit it into my schedule.

5. Have you participated in a summer institute sponsored by the Newspaper Fund, Inc.?

1 Yes 8 No

6. How many years have you been a school newspaper advisor?

3,2,14,2,1,1,5,1,7

7. What training for journalism education have you had to date?

a. Workshop at U of M for newspaper advisors
b. 15 credits at the University
c. U short course for advisors
d. Newspaper Fund
e. English writing courses
f. Journalism minor from U of M
g. Equivalent to a minor in journalism both at graduate & undergraduate level
h. None (2)

8. Do you wish to request Metro Newsbeat service next year?

8 Yes 0 No 1 Don't Know

E. Metro Newsbeat Photography Seminar

(This summary was prepared by a student evaluator who functioned as a participant-observer in the photography seminar.)

An integral part of the Metro Newsbeat program was the photography seminar. The seminar took place at the Minneapolis Grain Exchange every Tuesday from 1:00-3:00 p.m. for 7 consecutive weeks. Steve Schluter, a part-time photographer for the Minneapolis Star, served as seminar instructor. He was very adept at explaining the workings of the camera and the basis of photo-journalism in a simple understandable fashion.

The seminar was attended by 10-15 high school students from the Minneapolis school district. Students were in no way required to participate in the seminar but attended out of personal interest. Attendance was sporadic; this was probably due to the fact that the school changed trimesters and the fact that there was a misunderstanding as to the number of cameras available.

The first day of the seminar was a general introduction to the future activities of the seminar, and introduction to the instructor.

The second day of the seminar entailed the instruction of the workings and use of the camera, and becoming accustomed to the feel of the cameras.

The third day of the seminar a slide show called "popcorn" was presented as an introduction to photo-journalism presented.

The fourth day of the seminar students were divided into two groups to take pictures in the downtown area. Each group was assigned a theme to follow in their picture taking one theme was "abstracts" and the other was "new and old."

The fifth day of the seminar Steve brought in contact sheets of the photos taken the week before. Students then chose the photos they wanted to use and were shown how to make a newspaper photo lay-out. They were then assigned to bring in at least one photo layout for the following session.

On the sixth day of the seminar the layouts were brought in and discussed and any necessary alterations were made.

The last day of the seminar the final photo layouts were brought in and the final wrap-up of the seminar was completed.

Some of the students were very enthusiastic during the whole series of sessions while others fluctuated in interest. One way that this might be remedied is for the director of Metro Newsbeat to have more contact with the administration of the schools so that the students don't have so many conflicts with being dismissed from school to attend the seminar.

The other aspects of the seminar were well-organized, and much information gained from the seminar will be useful to the student who wishes either to become part of the school newspaper, photo staff, or wants to use the acquired skill for personal photography.

F. Unrealized Proposed Project Activities

Several project activities designed to be supportive of the attainment of abjectives did not materialize. Those activites and an accounting or rationale for their essential absence are as follows:

1. A two-hour weekly workshop for journalism teacher-advisors.

   This projected activity was essentially replaced by the instructor travelling a circuit to participating high schools with consequent distribut on of instructor availability in all schools.

2. A tentatively planned "Advertising Workshop."

   A questionnaire was distributed to 22 high school principals and journalism advisors soliciting interest in this activity. One expression of interest was received.

3. A summer institute for teacher-advisors.

   Roger Mahn of North High School nominated to Wall Street Journal Workshop in Urban Journalism in San Diego. Mahn's participation in the workshop did not materialize.

4. Monthly "Metro News Service."

   Rendered somewhat inappropriate due to format change.

   Instead, instructo r selected articles from particular school nesspapers and offered them to outside interest publications for $15.00 each. Approximately 40 such articles were mailed to city desks of daily newspapers, TV and radio desks and other high school newspapers.

These modifications of activities contributes to the fact that in Year II, Metro Newsbeat:

1. Concentrated its service more upon students than upon teacher-advisors,

2. Emphasized acquisition of newswriting skills.

## V. Summary of Findings

The original Metro Newsbeat model, with the exception of the photography seminar, was not viable due to low student participation.

The instructor is most effective in one-to-one situations or in small groups.

There is no statistical evidence that student newspapers improved over the five month time period of the altered Newsbeat model.

Student and teacher reaction to Mr. Greer's instruction was highly positive.

## Appendix A

Metro Newsbeat Schedules - January - May, 1975

30

JAN. 1973

| MON | TUE | WED | THUR |
|---|---|---|---|
| | | (1) | (2) |
| (6) 9:30 - 11:30 Washburn<br>1 pm West | (7) 10:15 - 11 Washburn<br>1-3 GRAIN EXCH. | (8) 8:30 - 9:30 NORTH<br>12:15 - 1:45 CENTRAL | (9) 8:30 - 9:30 NORTH<br>10:30 - 11:30 SOUTH<br>1PM Henry |
| (13) ~~9:30 - 11:30 Washburn~~<br>1 pm. WEST | (14) 10:15 - 11:00 WASHBURN<br>1-3 GRAIN EXCH | (15) 8:30 - 9:30 NORTH<br>12:15 - 1:45 CENTRAL | (16) 8:30 - 9:30 NORTH<br>10:30 - 11:30 SOUTH<br>12:00 - 1:00 ROOSEVELT |
| (20) 8:30 - 9:30 HENRY<br>1 p.m. WEST | (21) 10:15 - 11:00 Washburn<br>1-3 GRAIN EXCH. | (22) 8:30 - 9:30 NORTH<br>12:15 - 1:45 Central | (23) 8:30 - 9:30 NORTH<br>10:30 - 11:30 SOUTH<br>1PM HENRY |
| (27) 8:30 - 9:30 HENRY<br>1 p.m. West | (28) 10:15 - 11:00 WASHBURN | (29) 8:30 9:30 NORTH<br>12:15 - 1:45 Central | (30) 8:30 - 9:30 NORTH<br>10:30 - 11:30 SOUTH<br>12:00 - 1:00 Roosevelt |

25

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| FEBRUARY | | | 1975 |
| 3<br>2 to 3 p.m.<br>Marshall-U | 4 10:15-11:00<br>Washburn<br>1 to 3 p.m.<br>Grain Exch. | 5 8:30-9:30<br>North<br>2-3 p.m.<br>Marshall-U | 6 8:30-9:30<br>North<br>10:30-11:30<br>South<br>12:15-1:45<br>Central |
| 10 8:30-9:30<br>Henry<br>2-3 p.m.<br>Marshall-U | 11 10:15-11:00<br>Washburn<br>1 to 3 p.m.<br>Grain Exch | 12 8:30-9:30<br>North<br>12:15 to 1:45<br>Central | 13 8:30-9:30<br>North<br>10:30-11:30<br>South<br>Noon (12) on<br>Roosevlt |
| 17<br>2-3 p.m.<br>Marshall-U | 18 10:15-11:00<br>Washburn<br>1 to 3<br>Grain Exchange | 19 8:30-9:30<br>North<br>2 to 3 p.m.<br>Marshall-U | 20 8:30-9:30<br>North<br>10:30-11:30<br>South<br>12:15-1:45<br>Central |
| 24 8:30-9:30<br>Henry<br>2 to 3 P.M.<br>Marshall-U | 25 10:15 to 11<br>Washburn<br>1-3<br>Grain Exch | 26 8:30-9:30<br>North<br>12:15-1:45<br>Central | 27 8:30-9:30<br>North<br>10:30-11:30<br>South<br>12 (noon) or<br>Roosevelt |

Metro Newsbeat rides a bus between schools, and requires about an hour to get from any one school to any other, except for an hour and a half needed to go from Southwest to Henry.

If you would like to fill any of the blank times on this schedule, please allow for the travel time to see if it would be possible, and call either:

SY YESNEB---348-6016
or
bill greer---699-3026

Schools that can offer two consecutive class periods a day will be given priority over others.

Every attempt will be made to fill requests as they are receive

METRO NEWSBEAT

MARCH, 1975

| MON | TUES | WED | THU |
|---|---|---|---|
| 3<br>MARSHALL U<br>2 p.m. | 4<br>Washburn<br>10:15<br>Grain Exch. | 5<br>North 8:30<br>Central 12:15<br>Southwest ,3 | 6<br>North<br>8:30<br>South 10:30<br>Roosevelt,12 |
| 10<br>Henry,8:30<br>North, 10:3<br>South, 1pm<br>Marshall U<br>3 | 11<br>Washburn 10:15<br>Grain Exch. | 12<br>North 10:30<br>Central 12:15<br>Southwest,3 | 13<br>North 10:30<br>Roosevelt,12<br>Augsburg,1:30 |
| 17<br>North ,10:30<br>South, 1 p.m.<br>Marshall U<br>3 p.m. | 18<br>Washburn<br>10:15<br>Grain Exch. | 19<br>North 10:30<br>Central 12:15 | 20<br>North 10:30<br>South 1 p.m, |
| 24<br>VACATION | VACATION | VACATION | 27<br>VACATION |
| 31<br>Henry 8:30<br>North 10:30<br>South 1 pm<br>Marshall U | | | |

# METRO NEWSBEAT

# APRIL 1975

| MON | TUE | WED | THUR |
|---|---|---|---|
| | 1 Washburn 10:15<br>Grain Exch. 1<br>South West ? | 2 North<br>North 10:30<br>Central 12.15 | 3 North 8:30<br>North 1030<br>South 2 p.m. |
| 7 Henry 8:30<br>North 10:30<br>Marsh-U 3 p.m. | 8 West 8:30<br>Washburn 10:15<br>Grain Exch. 1<br>SW ? | 9 West 8:30<br>North 10:30<br>Central 12:¼ | 10 West 8:30<br>North 10:30 t<br>Roos. noon-1:45 t<br>South 2 p.m. |
| 14 Henry 8½<br>North 10:30<br>Marsh. U. 3 | 15 West 8:30<br>Washburn 10½<br>Grain Exchange,1 Central 12½<br>S.W. ? | 16 West 8:30<br>North 10:30 | 17 West 8:30<br>North 10:30<br>South 2 p.m. |
| 21 Henry 8:3?<br>North 10:30<br>Marsh-U 3p.m. | 22 Washburn 10:15<br>Grain Exchange<br>1p,m.<br>SW? | 23 North 8½<br>North 10:30<br>Central 12:15 | 24 North 10½<br>Roosevelt 12 t<br>South 2 |
| 28 North 8:30<br>North 10:30<br>Marsh. U 3 | 29 Washburn 10¼<br>Grain Ex. 1<br>SW.? | 30 North 8½<br>North 10:30<br>Central 12¼ | |

taxis will be taken to destinations marked "t"

Southwest will be called each week to see if they want Metro Newsbeat

On Wednesdays North will be left 10 minutes early to make next engagement

# METRO NEWSBEAT

## MAY 1975

| | | | |
|---|---|---|---|
| | | | 1 / North 8½<br>North 10½<br>Roosevelt<br>12-1:45<br>South 2 |
| 5 / Henry 8½<br>North, 10½<br>West 1 p.m.<br>Marsh-U 3 | 6 / West 8½<br>Conference<br>Grain Exch<br>1-3 p.m. | 7 / West 8½<br>North 10½<br>Central 12¼<br>Southwest 3<br>or | 8 / West 8½<br>North 10½<br>South, 2p.m. |
| 12 / West 8:30<br>North 10:30<br>West 1 p.m.<br>Marsh-U, 3 | 13 / West 8:30<br>Washburn 10¼<br>Grain Exch. | 14 / West 8:30<br>North 10½<br>Central 12¼<br>d. early)<br>SW? | 15 / West 8:30<br>North 10½<br>Roosevelt<br>12- 1:45<br>South, 2 p.m. |
| 19 / Henry 8½<br>North 10½<br>West 1 p.m. | 20 /<br>Washburn 10¼<br>Grain Exch | 21 / North 8½<br>North 10½<br>Central 12¼<br>SW?<br>(or) | 22 / North 8½<br>North 10½<br>South 2p.m. |
| 26 / North 8½<br>North 10½<br>West, 1<br>Marsh-U 3 | 27 /<br>Washburn 10¼<br>Grain Exch | 28 / North 8½<br>North 10½<br>Central 12¼<br>SW? | 29 / North 8½<br>North 10½<br>Roosevelt 12¼<br>South 2 |

All Roosevelt am.
Southwest trips by taxi

Southwest to be called each Tuesday to see if Metro Newsbeat can be used

## Appendix B

## Evaluation Instrumentation

# EVALUATION OF HIGH SCHOOL NEWSPAPERS

I. Style

Name of Paper_____

Rating Scale
1 point= poor
2 points=fair
3 points=good
4 points=excellent

Criteria

1. No unnecessary words _____
2. Accurate and precise vocabulary _____
3. Specific facts _____
4. Impartial language _____
5. Correct English usage _____
6. Accurate spelling _____

Total _____
Total Possible _____

Justification

1. Unnecessary words -

2. Vocabulary -

3. Facts -

4. Language -

5. English Usage -

6. Spelling -

Evaluation of High School Newspapers

II. Leads

Name of Paper_____

Rating Scale
1 point = poor
2 points = fair
3 points = good
4 points = excellent

Criteria

| | |
|---|---|
| 1. Clarity | ____ |
| 2. Summary of the story | ____ |
| 3. Newsworthiness (unusual facts, interesting facts) | ____ |
| 4. Appropriate length (usually no more than 4 typed lines) | ____ |
| Total | ____ |
| Total possible | 16 |

Justification for scores:

1. Clarity -

2. Summary -

3. Newsworthiness -

4. Appropriate length -

## Evaluation of High School Newspapers

III. Body of News Stories

Name of Paper_____

Rating Scale
1 point = poor
2 points = fair
3 points = good
4 points = excellent

Criteria

| | |
|---|---|
| 1. Use of inverted pyramid | ____ |
| 2. Self-contained paragraphing | ____ |
| 3. Paragraphs unified around one idea | ____ |
| 4. Transitions between paragraphs | ____ |
| 5. Adequate elaboration of the leads | ____ |
| 6. Accuracy | ____ |
| 7. Objectivity | ____ |
| 8. Importance of the story (was it worth printing) | ____ |
| Total | ____ |
| Total possible | 32 |

Where appropriate:

| | |
|---|---|
| 1. Proper use of examples | ____ |
| 2. Proper use of quotations and attribution | ____ |
| Total | ____ |
| Total possible | 8 |

Justification for scores:

1. Inverted pyramid -

2. Paragraphing -

3. Unity of paragraphs -

4. Transitions -

5. Elaboration of leads -

6. Accuracy -

7. Objectivity

8. Importance of Story -

Evaluation of High School Newspapers

IV. Lay-out

Name of Paper_____

Rating Scale
1 point = poor
2 points = fair
3 points = good
4 points = excellent

Criteria

| | |
|---|---|
| 1. Interesting | ____ |
| 2. Good use of photographs and artwork | ____ |
| 3. Clarity (not confusing) | ____ |
| 4. Heirarchy in composition | ____ |
| Total | ____ |
| Total possible | 16 |

Justification for scores:

1. Interesting -

2. Photographs and artwork -

3. Clarity -

4. Heirarchy in composition -

## LEADER OBSERVATION FORM

| | | | | | | |
|---|---|---|---|---|---|---|
| Interesting | 1 | 2 | 3 | 4 | 5 | Dull |
| Concerned | 1 | 2 | 3 | 4 | 5 | Unconcerned |
| Produce | 1 | 2 | 3 | 4 | 5 | Issue |
| Informative | 1 | 2 | 3 | 4 | 5 | Uninformative |
| Relevant | 1 | 2 | 3 | 4 | 5 | Irrelevant |
| Clear | 1 | 2 | 3 | 4 | 5 | Ambiguous |
| Prepared | 1 | 2 | 3 | 4 | 5 | Unprepared |
| Flexible | 1 | 2 | 3 | 4 | 5 | Inflexible |
| Facile | 1 | 2 | 3 | 4 | 5 | Strained |

Leader Observed_____

Group Observed_____

Date and Time of Observation_____

## GROUP OBSERVATION FORM



| | | Volunteered | Directed by Instructor | Total |
|---|---|---|---|---|
| Statements | To Instructor Alone | | | |
| | To Others In Class | | | |
| | | | | |
| Activities | Individual | | | |
| | Group | | | |

Group observed_____

Date and Time of Observation_____

Attendance_____

METRO NEWSBEAT STUDENT QUESTIONNAIRE

1. In your journalism activities have you had the opportunity to work with Mr. Bill Greer of Metro Newsbeat?

_____ Yes _____No

If yes, please respond to items 2 thru 5.

If no, skip to item 6.

2. How would you rate the help you received from Mr. Greer?

_____Excellent _____Good

_____ Fair _____Poor

_____ Don't know

3. Please explain what you learned about news writing from Mr. Bill Greer. Please respond as completely as possible.

4. In terms of the help you received from Mr. Greer, was (is) it:

_____Too much? _____About the right amount?

_____Too little?

5. How would Mr. Greer's help be made more useful to you?

6. Are you currently on the staff of your school's newspaper?

_____Yes _____No

If yes, about how many articles have you written for the paper so far this year?

_____Number of articles

7. Do you have future plans to be a professional journalist?

_____Yes _____No _____Don't know

8. Grade in school:

_____FR _____SO _____JR

9. Name of school:

_____

Metro Newsbeat - Teachers' Questionnaire

1. How did (does) Metro Newsbeat complement your own journalism instruction?

2. How might Metro Newsbeat be improved?

3. Other comments?

4. Have you been informed of the release time provisions for Newsbeat instruction of school newspaper advisors?

_____ Yes _____ No _____ Don't Know

a) If yes, have you participated in the instruction?

_____ Yes _____ No

b) If yes, how useful has this instruction been to you?

_____ Very useful _____ Somewhat useful _____ Not useful

c) If no, why did you decide not to participate?

5. Have you participated in a summer institute sponsored by the Newspaper Fund, Inc.?

_____ Yes _____ No _____ Don't Know

6. How many years have you been a school newspaper advisor?

_____ Years

7. What training for journalism education have you had to date?

8. Do you wish to request Metro Newsbeat service next year?

_____ Yes _____ No _____ Don't Know

## Appendix C

## Selected Classroom Observation Reports

Observation of Metro Newsbeat Recruiting Presentation
at
Edison Senior High School
Mineapolis, Minn.
Tuesday, October 8, 1974(10:10-11:00)

Metro Newsbeat

Bill Greer arranged a meeting with Penny Johnson's journalism class at Edison High School. He invited Bevererly Kees to join him in a presentation whose purpose was to recruit students for Metro Newsbeat. Ms. Kees was an appropriate choice because she is an alumna of Edison High School, a former editor of the Edison High School newspaper, a former "student" of Mr. Greer, and a successful jounalist(assistant managing editor of the Minneapolis Tribune).

Mr. Greer reported that after Penny Johnson was informed of the Edison administration's desire tohave her students learn of the program; she phoned Mr. Greer and told him that she did not feel that his program was necessary since she felt that she was competent to teach journalism without (his) help. Mr. Greer reported that he then decided to arrange the meeting with her class. After the meeting Mr. Greer stated that he felt that Ms. Johnson was hostile to his program.

Ms. Johnson was a gracious hostess to Mr. Greer, Ms. Kees, and the evaluation team. She also invited the assistant principal to sit in on the presentation. It was my observation that Ms. Johnson permitted Mr. Greer and Ms. Kees an open forum. After the presentation, Ms. Johnson encouraged her students to ask questions of "the experts", about both Metro Newsbeat and the details of journalism. When she got virtually no response from her students(only one young woman asked a question), Ms. Johnson herself posed journalistic questions Mr. Greer and Ms. Kees. Mr. Greer answered each question.

Mr. Greer presented information about Metro Newsbeat in a straightforward report. It was my observation that the attention of the students wandered during his presentation. Ms. Kees gave an improvisational talk about how Mr. Greer helped her develop as a journalist.

The students were outwardly taciturn and apathetic.

Although Ms. Johnson did not discourage students from participating in the program, and even though she mentioned some strengths of the program, she did not actively encourage students to join the program. Neither did the assistant principal, Ms. Radke, who spoke only once at the end of the hour, when she asked Mr. Greer a question about bias in journalism.

According to Ms. Johnson, the fact that students would have to leave class during the afternoon to participate in Metro Newsbeat and consequently, miss other classes is a factor weighing against participation. She added, however, that she doubted if students would attend Metro Newsbeat sessions held after school hours. Ms. Johnson further told us that non of the students in her class were planning on a career in jounalism.

Observation of Metro Newsbeat Recruiting Presentation
at Roosevelt Senior High School, Mpls. Minn.

Thursday, October 10, 1975(11:30 - 12:30 p.m.)

At this presentation, the journalism teacher, Cynthia Anderson, had given Mr. Greer, a topic to discuss: a comparison of classroom work in journalism with newsroom work. After a brief intorduction to Metro Newsbeat, during which Mr. Greer praised the two former Metro Newsbeat students who were present in Ms. Anderson's class, he spoke to the main topic, frequently reminiscing about his own experiences as an apprentice newspaperman. He suggested that students "play a game" with themselves; they were to look up in the disctionary 10 words a week that they had used in their writing to discover the precise and multiple meanings of the words. As part of this suggestion, Mr. Greer asked students to give as many definitions of the word "fast" as they could, as well as the word, "head". Three students participated, and Ms. Anderson laughed at some of Mr. Greer's definitions of the word "head." Students appeared to pay adequate attention to Mr. Greer during his presentation and often responded when asked to. One student asked a challenging question of Mr. Greer: Why should we learn how to cover stories which are not relevant to a high school newspaper? Mr. Greer used the example of vandalism to illustrate that a topic can be relevant if it begins to affect Roosevelt High School(broken windows, for example).

When students did not have further questions, Mr. Greer said, "I'm sorry that I come on strong..Let me know, and I'll tone that down."

Although Mr. Greer had been given some of the students' papers to read, and even though he had read five of them, he declined to comment on them in class because he believed that criticism should be discussed in private between himself and the student.

When Ms. Anderson asked the class near the end of the hour, "Are any of you interested in signing up?" One student in the back of the class turned to another and said, "Signing up for what?"

Conclusions

1. Mr. Greer had a more congenial rapport with Ms. Anderson and with Ms. Anderson's class than with Ms. Johnson and Ms. Johnson's class.

2. Ms. Anderson's students responded frequently when asked to participate.

3. Mr. Greer held the class' attention with his anecdotes and with his request for students to answer questions.

4. Mr. Greer did not spend enough time explaining and "promoting" Metro Newsbeat, although ne successfully spoke about the topic Ms. Anderson had recommended to him.

5. Mr. Greer was re-assuring to students in several ways: he apologized, as noted, for "coming on strong"; he praised former Metro Newsbeat students; and he chose not to critique student papers in front of the entire class.

North High

## LEADER OBSERVATION FORM

| | | | | | | |
|---|---|---|---|---|---|---|
| Interesting | 1 | 2 | 3 | 4 | 5 | Dull |
| Concerned | 1 | 2 | 3 | 4 | 5 | Unconcerned |
| Produce | 1 | 2 | 3 | 4 | 5 | Issue |
| Informative | 1 | 2 | 3 | 4 | 5 | Uninformative |
| Relevant | 1 | 2 | 3 | 4 | 5 | Irrelevant |
| Clear | 1 | 2 | 3 | 4 | 5 | Ambiguous |
| Prepared | 1 | 2 | 3 | 4 | 5 | Unprepared |
| Flexible | 1 | 2 | 3 | 4 | 5 | Inflexible |
| Facile | 1 | 2 | 3 | 4 | 5 | Strained |

Leader Observed Bill Greer

Group Observed 2 - person: Al Sawyer & Melvin Brown

Date and Time Observed January 23, 1975 9:00-9:20

North
Roger Mahn, teacher

Small conference with 2 students writing about a violence in North. They left the classroom with Bill. Bill explained leads: discovering the best lead and the "secondary lead."

Bill was painstaking in examining every NUANCE of the story. Praised students highly.

Al Sawyer — transcribed interview with Mrs. Riley & seniors; no
Melvin Brown — previous journalism experience

Bill offered help at any time.

Wed. & Thurs. morning at North - thru Februrary

Marshall U.H.S.

## LEADER OBSERVATION FORM

| | | | | | | |
|---|---|---|---|---|---|---|
| **Interesting** | 1 | 2 | 3 | 4 | 5 | **Dull** |
| **Concerned** | 1 | 2 | 3 | 4 | 5 | **Unconcerned** |
| **Produce** | 1 | 2 | 3 | 4 | 5 | **Issue** |
| **Informative** | 1 | 2 | 3 | 4 | 5 | **Uninformative** |
| **Relevant** | 1 | 2 | 3 | 4 | 5 | **Irrelevant** |
| **Clear** | 1 | 2 | 3 | 4 | 5 | **Ambiguous** |
| **Prepared** | 1 | 2 | 3 | 4 | 5 | **Unprepared** |
| **Flexible** | 1 | 2 | 3 | 4 | 5 | **Inflexible** |
| **Facile** | 1 | 2 | 3 | 4 | 5 | **Strained** |

**Leader Observed** Bill Greer

**Group Observed** 1-to-1 with Kim

**Date and Time Observed** 2:30, Monday Feb. 3rd

Marshall University H.S.
Joan yesner, Teacher

Mrs. Yesner introduced Bill, who will be at Marshall 6 days. Wanted Bill to work with a student who had her information but had not written the story yet. Bill worked 1-to-1 with Kim-off to one side. Bill asked Kim several questions tactful: "I want you to know this isn't criticism." Discussion of leads: think of the first 6 words you will use. Discussed wordiness.

Bill took Kim's raw notes and helped her come up with a lead. Told Kim she had a hard task ahead of her because it's an analysis, not an action story.

Bill tends not to listen to a student, when whe brings up a question during his lecture. He asked for her questions afterwards.

Paula, a student who worked with Bill before, asked for Bill's opinion on a lead. Bill spent some time with Paula, who is the editor.

Plans: division between Jr. H.S.(6-7-8) Sr. H.S.(9-12)

Bill to evaluate copy before press. Primarily use Bill in private conferences. No news-writing course; journalism & paper is only course.

Marshall U.H.S. Feb. 19, 1975
2-3 p.m.

## LEADER OBSERVATION FORM

| | | | | | | |
|---|---|---|---|---|---|---|
| Interesting | 1 | 2 | 3 | 4 | 5 | Dull |
| Concerned | 1 | 2 | 3 | 4 | 5 | Unconcerned |
| Produce | 1 | 2 | 3 | 4 | 5 | Issue |
| Informative | 1 | 2 | 3 | 4 | 5 | Uninformative |
| Relevant | 1 | 2 | 3 | 4 | 5 | Irrelevant |
| Clear | 1 | 2 | 3 | 4 | 5 | Ambiguous |
| Prepared | 1 | 2 | 3 | 4 | 5 | Unprepared |
| Flexible | 1 | 2 | 3 | 4 | 5 | Inflexible |
| Facile | 1 | 2 | 3 | 4 | 5 | Strained |

Leader Observed Bill Greer

Group Observed 1 - to - 1 with Lorie

Date and Time Observed Feb. 19, 1975 (2-3 p.m.)

Mrs. Yesner met with her students to assign stories for the March 9 issue of the newspaper, Kaleidoscope. Bill listened and made suggestions: do both winter & spring sports; do a story on AWARE and possible cut-backs; story of Marshall U. joining the West schools in exchange programs.

Bill will be working after 3:00 in the Spring trimester. Bill would use the time to go over the material with students 1-to-1.

Will met with Lorie to talk about the future article on AWARE. How did the theft of 73 sleeping bags affect the AWARE program? Inform students fully & do it interestingly. Eliminate 3/4 of what info you collect. Lorie asked questions & was given concrete advice from Bill. Discussed open school. Discussed reporter techniques. Use prepared questions only loosely. Ask for the "truth" all the time.

# Metro Newsbeat

## PRACTICAL PROFESSIONAL TRAINING IN COMMUNICATIONS

## AIMS...

- To provide professional contacts and training for Minneapolis public and nonpublic school students who work on their school newspaper staffs.
- To offer help from experienced editors, writers, and photographers to students publishing school newspapers for the first time.
- To cooperate with certificated teacher-advisers in developing their own communication skills and those of their student staffs.
- To help students with vocational objectives develop professional skills.
- To involve students in expanding their outlook and feelings of responsibility when presenting information to the public.
- To establish a greater, and expanding, liaison between the education system and the newspapers involved in current and continuing education of the public.

Title III ESEA
Minneapolis Public Schools

## ...TRAINING

## FOR SECONDARY STUDENTS IN COMMUNICATIONS SKILLS BY PROFESSIONAL JOURNALISTS

consults with high school staffs throughout Minneapolis, and participates, when requested, in the teaching of beginning newswriting classes. It also maintains a downtown classroom for short course training.

## EMPHASIS ON DEVELOPING:

...ACCURACY

...INTEREST

...CLARITY

**PEOPLE:**

W.R. Greer,
Project Director
draws assistance from
among qualified staff
members of
The Minneapolis Star
and
The Minneapolis Tribune

The Director has
45 years of experience
on daily newspapers.
The Star and The
Tribune have the largest
and most modernly
equipped newspaper
staffs in the upper
midwest.

**Special School District No. 1**
**Minneapolis Public Schools**
An Equal Opportunity Employer

**Board of Education**
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Carol R. Lind
John M. Mason
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# ESEA TITLE III

## Creativity in Education